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at first. Before the holidays the committee, appointed for the purpose, arranged for the cast of characters of a *Roman wedding* which will be played before the student body soon. Later the play, *Dido*, will be given. Some of the Freshmen in Latin who are doing good work will be called upon to assist in these performances.

One of the musical members of the Classical Club arranged for the music suited to the Latin words of two Christmas hymns. A group gathered around the

piano and sang these with enthusiasm before leaving for the holidays.

When the photographs were made for the Annual the girls took delight in getting ready for a picture on the hill-side among the trees. The grouping of the figures—one bearing a staff—in toga and Roman head-dress was very artistic.

The students are loyal to their club and consider it an honor to become enrolled.

## TEACHING BY PROJECTS

By J. G. deR. HAMILTON and EDGAR W. KNIGHT  
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**D**URING the past few years a wide interest has developed in the so-called project method of teaching. The literature on the subject covers several years; interest in it began to appear in vocational and mechanical subjects almost a decade ago. More recently interest in the project method of teaching has extended to general education as well and now many teachers are using it successfully in a great variety of subjects in both the elementary school and the high school. And just now the tendency is more and more to make use of it in instruction in colleges and universities. Interest in the method has also been stimulated by the experience of the War Department during the Great War and since. For through that experience it was discovered that men learn more quickly and with greater thoroughness by the use of the applicatory or problem-project method, the essential elements of which are definite, concrete problems or jobs which the soldiers work out for themselves, and definite standards of achievement which they must attain to before the projects are finished. The instruction is individual rather than group and this makes it possible for the more capable men to go more rapidly through the work. The realness of the projects gives powerful incentives to achievement.

In view of the new interest in civic training and the necessity for it, the use of the project method in civics instruction is receiving fresh attention. Through this method pupils in both the elementary and the high school acquire through their own efforts important conceptions of democracy and American citizenship, provided such instruction is given around the obligations and benefits of citizenship through a study of and acquaintance with environment. Through this means definite objectives in citizenship training can be established and accurate definitions of the work necessary for the attainment of such objectives can be stated. In this way also emphasis is placed not on a study of

facts merely but on the getting of their spirit through proper interpretation of them. Indeed, through this means human effort is released and a more wholesome civic morale is built up and sustained by fixing attention on the things which pupils do, see, and work at every day as specific training for effective citizenship.

The project-problem method is the same as the applicatory method of the army or the case method used in the teaching of the law. It is the method of teaching by projects, and a project is any consciously planned and complete unit of purposeful work or activity, whether manual or intellectual, which results in positive and concrete achievement. As here used the term includes every type of purposeful unit of work. Through the use of the project as a method of teaching or of learning the pupil sees the useful end to be attained and is thus led to win that goal. The nature of the project, which possesses unity, itself requires that the pupil apply much of his present information, experience, or skill, which he may not have thought of as usable in such a way. This is done by raising the problem, by securing, arranging, and interpreting the materials relating to the problem, and by seeking to solve it. The project thus becomes a useful purposeful type of teaching or learning unit; for through it the pupil becomes acquainted with his economic, social, political, and intellectual environment, and is stimulated to a new effort to understand and to adjust himself to it.

The problem method reveals a dominating purpose existent in all such effort. It seeks to make intellectual activities, equally with manual activities, significant and full of purpose for each pupil by relating the projects to his own experiences, problems, desires, and interests. This is known as motivation, which means nothing more or less than that the work or activity of the pupil reveals to him its real usefulness, satisfies some need which he feels, provides personal and social values, enables him to attain some desired end or

goal. Through such a method the pupil is able to comprehend the relation between what he is doing and the purpose of it; and the more intimate this relationship the more purposeful and powerful are his motives and the more whole-hearted is his effort. Moreover, it enables the teacher to anticipate the pupil's needs and intelligently to provide for his growth.

The project method is, therefore, the practical expression of the natural principles of learning which operate daily in all adult activities and in most extra-school activities of children. Through it pupils learn to find the aims or ends to which they are directing their efforts. These aims or ends are not focused upon information or knowledge but upon achievement, productive thinking and doing,—effective social doing. Subjects are learned not as separate factors but as inter-related factors of the pupil's environment. The project method, then, is the method of self-education through activities, and "learning to do by doing" is the fundamental element in it.

The most striking features of the project method are the perfectly natural approach it gives the pupil to subject matter and the social basis upon which the method rests. It is natural because it is in accord with man's whole method of growth which is after all through a succession of projects and problems of one sort or another. It is natural, too, because it has a definite appeal to the interests of the pupil. All education should be in the direction of adjustment to environment, should look in the direction of adult activities, and should permit the child or the youth, as such, to enter into the reality of living. The method relates the subject matter and the interests of the pupil through the use of his experience and knowledge in his effort to gain new information and knowledge, in establishing new conceptions of his environment, and in developing new abilities which enable him to function productively in society.

It helps the individual to adapt himself and his interests and activities to the requirements of society and leads him to see the necessity of doing so. The method promotes practical motivation; the course of training suggested looks to results which can be secured only through just this very motivation of the energies of the student. It is, therefore, the ideal method of approach to the problems of citizenship.

It has a further value. It touches the pupil directly, enables him to learn by doing, using this phrase in the broader sense, teaches him to teach himself, gives a vitality to the educative process which far too often has been lacking or at best present only in a slight degree.

It tends to make simple the approach to the subject studied. This is true because the method is a natural one in which the subject matter is treated, considered, and discussed, just as people outside of school generally would treat it, not merely as interesting, but as having a bearing on the activities and problems of life.

Another marked advantage is the challenge which is given to the pupil to do a definite thing then and there. Many pupils who begin work full of ambition slacken effort later on account of failing interest. And interest weakens or fails entirely when the challenge is not strong and the purpose is not clear. Here each new problem is a fresh challenge, and an objective is always in sight. Moreover, the social and intellectual appeal of the problem develops far greater interest on the part of the pupil.

Drill and memory work are still retained but they are clearly related to the problems and are thus motivated. And, rational thinking and the use of all the faculties are stimulated in them as well as in the assembling and evaluation of material.

This method also gives to pupils vastly increased capacity for quick and orderly thinking and much greater ease and skill in the use of language.

Probably the most patent as well as the most important advantage of the method is the way it relates the subject matter of the problems to the business of living. Educators are apt to forget how much of the work of both schools and colleges is, in the minds of pupils, apparently lacking in aim and purpose. To them it seems unrelated to life and in consequence it fails to arouse any vital interest. Any plan of education which can without the sacrifice of essentials establish contacts with life and arouse interest must appeal to practical-minded men as worthy of consideration and trial.

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The central high school to be built and equipped for High Point Township by the bond issue of six hundred thousand dollars voted in January will be the result of a consolidation of all the high schools of that township. The new school will be governed, writes Superintendent W. M. Marr, by a board of seven commissioners, five of whom shall be the present commissioners of High Point. The other two members are to be appointed by the Guilford County Board of Education from the township outside High Point. Transportation will be furnished to all the children living too far to walk to and from the school. The new school will be one of the best equipped high schools in the State.